Faculty of Cognitive Sciences and Human Development

THE EFFECT OF WORK ENVIRONMENT ON TRANSFER OF TRAINING

Norsamila Binti Sa'at

Bachelor of Science with Honours

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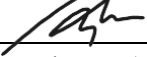
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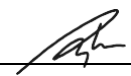|	
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THE EFFECT OF WORK ENVIRONMENT ON TRANSFER OF TRAINING

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This project is submitted

in partial fulfilment of the requirements for a

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The project entitled 'The Effect of Work Environment on Transfer of Training' was prepared by Norsamila Bt Sa'at and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science with Honours (Human Resource Development)

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ABSTRACT

THE EFFECT OF WORK ENVIRONMENT ON TRANSFER OF TRAINING

Norsamila Binti Sa'at

The research aims to identify the relationship between work environment factors and training transfer. The research was quantitatively designed to identify the relationship between work environment factors (opportunity to perform, supervisor support, peer support and workload) and training transfer. Research was conducted at one of the local organizations that always provide training program to its employees. There were 61 respondents who involved in the research. From the reliability and validity analysis, it was indicated that the findings of research were valid and reliable. Findings of research reviewed that high training transfer was existed among the respondent of this research. Based on the results of hypotheses testing, it was indicated that there was positive relationship between work environment factors and training transfer. This result showed the important of work environments factors on training transfer and concerned must be put on to these factors during the implementation of training program. Lastly, the research was end with the limitation of study and recommendation for organization and future research.

ABSTRAK

PERHUBUNGAN ANTARA FAKTOR-FAKTOR PERSEKITARAN KERJA DAN

PEMINDAHAN LATIHAN

Norsamila Binti Sa'at

Kajian ini bertujuan untuk mengenalpasti perhubungan di antara faktor-faktor persekitaran kerja dan pemindahan latihan. Kajian ini adalah berbentuk kuantitatif bagi mengenalpasti perhubungan antara faktor faktor persekitaran kerja (peluang untuk melaksanakan kemahiran yang diperolehi, sokongan penyelia, sokongan rakan sekerja dan beban kerja) dan pemindahan latihan di tempat kerja. Kajian ini dilaksanakan di sebuah organisasi tempatan yang selalu menganjurkan program latihan kepada perkerjanya. Sebanyak 61 responden telah terlibat dalam kajian ini. Analisa kepercayaan dan kesahan menunjukkan bahawa dapatan kajian ini adalah sah dan dapat dipercayai. Dapatan kajian menunjukkan bahawa tahap pemindahan latihan di kalangan responden adalah tinggi. Menurut keputusan analisa hipotesis, hubungan positif wujud di antara factor-faktor persekitaran kerja dan pemindahan latihan. Keputusan kajian memberi pengertian bahawa faktor faktor kesekitaran amat penting dan harus diberi perhatian semasa perlaksanaan program latihan. Kajian ini dirumuskan dengan batasan kajian dan cadangan kepada organisasi dan kajian masa depan.

CHAPTER ONE

INTRODUCTION

1.0 Background of Study

Training is a process to make the company more successful in this age. Also, training in the company is being prepared to enhance the achievement of the organization, and also the professional extension of workers. Training transfer is about the trainee being able to do well by attending a training course. They perceive how to apply new expertise in a realistic working environment. Beer, Finnström, and Schrader (2016) stated that multiple companies from America used a lot of funds on training sessions and training systems for their staff. However, the money is not getting back with a decent outcome and have still not led their company to do well. To enhance the training transfer, Rivière, Jaffrelot, Jouquan, and Chiniara (2019) proposed a technique that would enable the training program to follow a cognitive learning style, that is, to use genuine learning circumstances to facilitate the process of transferring, and that is where the teacher is to direct the trainee and comprehend the required direction in improving skills of them.

According to Broad and Newstorm (1992), the most generally known Human Resource Development (HRD) enhancement technique for which most organizations make the most of their HRD investments is training. Training would be the solution as performance problems occur in most organizations, but not all training systems are effective and successful. According to Ibrahim Mamat (2001, p. 2), training is defined as "a structured learning process that aims to alter employees' attitudes, enhance their knowledge, and improve their abilities so that their work performance can be improved." This is basically how to grow employees to be more suited to their work and compatible with the goals of the organization and to reach potential opportunities.

When training programs are successful, workers are offered the ability to learn the skills needed to execute their recent duties and to be trained for new circumstances. Training is essentially a specific intervention role since it establishes explicit training obligations to support workers who may do a specific job in a company (Miner, 1992). It is necessary to ensure that the essence of the teaching is successfully transferred and used by the organization. Otherwise, training would be a waste of money and effort if what is gained through training is not applied to the workplace. To get the most out of their training investments, companies require their employees to adapt everything they have acquired to the work context (Salas & Cannon-Bowers, 2001). To ensure the effectiveness of teaching, the training transfer must take place in the workplace. It would allow organizations to sustain and maintain their income in a market that is challenging and full of competition. Training transfer refers to the successful and consistent use, by trainees, of the experience and skills learned in training, both on and off-the-job (Broad & Newstorm, 1992).

Training transfer is a productivity indicator, a measure of performance for the individual and the company. According to Hawley and Barnard (2005), the dissemination of expertise and skills acquired via educational programs is still a hot topic among HRD academics and practitioners. Training transfer should also be deemed necessary for training programs to be successful and productive, and only if training is transferred will the promised return on investment in training programs be realized. (Nijman, Nijhof, Wognum & Veldkamp, 2006). Given that training is essential to the performance of the company, an ongoing review of the factors that affect the transition of training should be carried out. If the organization identifies that the amount of training transfer in its company is poor or unfavorable, so some change must be made or there is no point in continuing to spend substantial amounts of money on training.

This survey, therefore, focuses on work-environmental variables that affect the success of the training transfer.

1.1 Problem Statement

The training program is becoming more and more concerned in this dynamic period. Beer et al. (2016) indicated that many companies had spent resources in training and preparation for their workers to develop their expertise, abilities, and capacity to plan for a potential competitive scenario, but the effect was not good, which means that employees could not pass the learning experience to the workplace.

Training transfer is one of the reasons that there is no training intervention. In 2002, survey results indicated that 40 percent of trainees did not transfer directly after training, 70 percent did not transfer the first year after training, and eventually, only 50% of training spending resulted in improved organizational and personnel performance (Burke & Hutchins, 2007). In other words, trainees were faced with challenges in implementing what they had learned in their job training (Noe, 2008). This is especially true when training programs are frequently developed without considering the work environment, despite the fact that this appears to be the most essential technique for improving transfer (Hawley & Barnard, 2005).

In the working environment, the workload and the responsibility of the employee determine the time and opportunity for the use of trained experts in the workplace. However, the studies relating to this topic were too limited, and few studies have indicated that the workload has affected the transfer of training. Accordingly, a report by Russ-Eft (2001) emphasized the need for further study on this topic to uncover the complex correlation between workload and training transfer. More research is therefore required in advance to better explain the correlation between workload and training transfer.

Opportunity to perform is one of the determinants that influence the performance of post-training in the working world. In the Lim & Johnson (2002) report, it was stated that the lack of opportunity to perform was cited as the number one constraint that hindered the transfer of training among the causes of the failure of the transfer. In which further research was proposed, it is important to further explain this issue. The Burke & Hutchins report (2007) also discussed the fact that there is only limited empirical evidence for this problem.

Knowledge, skills, behaviors, and attitudes acquired during the training time are of limited use if they are not transferred to the job once the program is completed. The investment on training is thus worthless if it fails to result in improved individual performance, and consequently the organizational performance. For training programs to truly increase organizational and individual performance, it is critical to understand how to facilitate training transfer. (Yamnill & McLean, 2001).

1.2 Research Objectives

1.2.1 General Objectives

To study the relationship between work environment and transfer of training.

1.2.2 Specific Objectives

- To investigate the relationship between the opportunity to perform and training transfer.

- To investigate the relationship between supervisor support and training transfer.

- To investigate the relationship between peer support and training transfer.

- To investigate the relationship between workload and training transfer.

1.3 Research Hypotheses

Ha1 : There is a significant relationship between the opportunity to perform and transfer of training.

Ha2 : There is a significant relationship between supervisor support and transfer of training.

Ha3 : There is a significant relationship between peer support and transfer of training.

Ha4 : There is a significant relationship between workload and transfer of training.

1.4 Conceptual Framework

The conceptual framework is accommodated of three sources. The purpose of this research is to study the relationship between the work environment and the training transfer. Figure 1 presents the variables to be considered in the research which are independent variables and dependent variables. The opportunity to perform, supervisor support, peer support, and workload are four separate determinants in the work environment. While dependent variable is the transfer of training.

Independent Variables

Work Environment

- Opportunity to Perform
- Supervisor Support
- Peer Support
- Workload

Dependent Variables

Transfer of Training
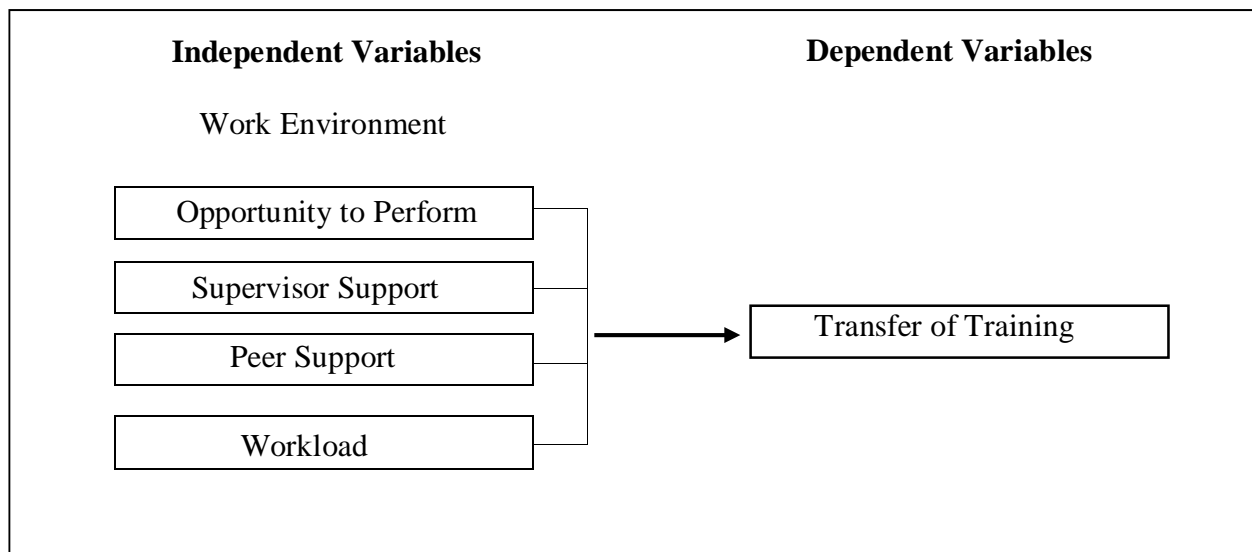
Figure 1: Conceptual Framework

Sources: Adapted from Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel psychology*, *41*(1), 63-105.; Elangovan, A. R.; Karakowsky, L. (1999).

1.5 Significance of Study

This study's topic can contribute to the present literature in certain work environments, such as opportunity to perform, supervisor support, peer support, and workload, all of which can have a significant impact on the outcome of transfer training. Furthermore, this research can assist employees and organizations in better understanding which factors in the workplace impact training transfer, particularly in the government sector, which is the focus of this study.

Furthermore, HRD practitioners may utilize the findings of this study to better understand the elements in the workplace that impact training transfer and to design training programs that are tailored to the trainees' specific circumstances. Furthermore, HRD practitioners may learn about the dominating component and increase their attention on it. Employees and organizations may both acquire insight into the elements that have the greatest impact on training transfer and apply better methods to reduce the effect.

Furthermore, organizations may inspire and assist their employees to enhance their motivation, which has an impact on training transfer. Finally, when training transfer improves, the organization's performance improves as well, resulting in a higher return on investment in training.

1.6 Limitations of Study

Within the study, there exist several limitations. Although various determinants affect the training transfer in this study will only concentrate on the work environment which includes an opportunity to perform, supervisor support, peer support, and workload. These four determinants are chosen for my study. The other determinants such as characteristics of trainee and design of training or others will not be used in this study.

Furthermore, the research is limited to one industry, the government sector in Kuching, Sarawak. The results obtained may not be applicable to another business or government sector in our nation. Essentially, in current research, fewer researchers do training transfer studies in the government sector, which is why I decided to focus my research on this area.

1.7 Definition of Terms

1.7.1 Transfer of Training

Conceptual Definition:

The capacity of trainees to apply what they have learned in training to their jobs is referred to as training transfer. Positive transfer, zero transfer, and negative transfer are the three types of transfer available (Desimone & Werner, 2005).

Operational Definition:

Training transfer ensures that learners can "transfer" their experience and skills gained back to their job at a training session. The purpose of training is not merely to acquire expertise and abilities, but to transfer learning to performance, which in turn leads to changes in the operation of an organization.

1.7.2 Work Environment

Conceptual Definition:

The work environment refers to factors/elements on the workplace that influence training transfer, such as support from manager, support from peer, support by technology, the climate for transfer, and the chance to put newly acquired skills to work (Noe, 2008).

Operational Definition:

The work environment is used to define the conditions under which the worker serves. The work environment may be constructed up of dynamic environments, such as workplace temperature, or devices, such as personal computers. It can also be related to variables such as job methods or systems.

1.7.3 Opportunity to Perform

Conceptual Definition:

Opportunity to perform is referred to as a chance to use learned capabilities. It is determined by both the environment of work and the motivation of trainees to actively seek out tasks that enable them to apply recently gained skills and knowledge (Noe, 2008).

Operational Definition:

The opportunity to perform is described as the degree to which the trainee receives or actively receives job experience related to the duties for which they have been taught.

1.7.4 Supervisor Support

Conceptual Definition:

The extent to which supervisors/managers support and strengthen on-the-job training's efficacy. Holton, Bates, and Rouna (Holton, Bates, & Rouna, 2000).

Operational Definition:

Supervisor support is described as the degree to which leaders esteem their workers' participation and consider their well-being. A leader that has a lot of supervisor support helps employees feel heard, valued, and respected.

1.7.5 Peer Support

Conceptual Definition:

The degree to which peers encourage and support the practice of adapting to the job. Holton, Bates, and Rouna (Holton, Bates, & Rouna, 2000).

Operational Definition:

Peer support is where people use their own experiences to help each other out. There are various forms of peer help, but they all seek to bring together people with common experiences to support each other and have a place where you feel welcomed and understood, to treat everyone's experiences as equally relevant.

1.7.6 Workload

Conceptual Definition:

The workload is the quantity and variety of tasks accomplished by a person within a provided time. It is both a quantitative measure of the entire task completed and a qualitative measure of the individual opinion of his skill to complete the task (All Business, 2009).

Operational Definition:

The workload is the amount of work that may or is required to be done by a computer, individual or group of employees.

1.8 Summary

In summary, the chapter included the study's history, issue statement, research aims (both general and particular), continuity of the research hypotheses, conceptual framework, study relevance, and study limits, as well as the definition of important words utilized in the investigation. The literature review for this study will be discussed in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter provides a review of the literature of the research. The goal of the literature review is to examine the influences of the work environment (opportunity to perform, supervisor support, peer support, and workload) that are linked to the transfer of training. The first is to clarify in depth the transfer of instruction. The work environment, which also involves terms (opportunity to perform, supervisor support, peer support, and workload) will then begin to be clarified in a more in-depth analysis. In addition, the theory that relates to this study will be described. Finally, it will reflect on past similar findings and end with a brief.

2.1 Research Context

2.1.1 Transfer of Training

The efficacy of learning during a training program is referred to as transfer of training. This term, on the other hand, is used to describe the training transfer, which is defined as the application of training-related experience, abilities, and attitudes, as well as the ongoing growth of trainees through time (Cheng & Ho, 2001). According to Burke and Hutchins (2007), the transfer of training relates to the use of learned expertise and skills as they work. In other words, the training transfer is a trainee who, after completing a training program, can learn expertise or abilities and then step into a regular working environment. So, it's good to realize that the trainee's skill is the degree to which new ideas are absorbed during the training program.

According to the findings, if the training meaning is equivalent to the working environment, the learner would perform better in such circumstance. When the working environment is equivalent to the learning environment, which includes the percentage of stimuli while in the learning atmosphere, the student will readily apply the new expertise gained throughout the training program in an everyday working environment (Blume, Ford, Baldwin, & Huang, 2010).

Since completing the training program, the trainee must pass everything they have learned to practice enhancing their work productivity. The method of transferring training to the workplace is very necessary and aims to accomplish the purpose of the organization's investment to improve the expertise and knowledge of its workers. There are several forms of transfer, including zero transfer, positive transfer, and negative transfer, according to Werner and DeSimone (2009). Positive transfer is that after trainees participate in the training program, they will improve efficiency as well as increase productivity. Zero transfer relates to no improvement in the efficiency of the work before and after completing the training course. Lastly, the negative transfer means, after the engagement of the training program, a loss in the efficiency of the job which is a loss of all the resources of the training program.

Near transfer and far transfer are the two levels of training transfer. Near transfer refers to a trainee's ability to apply newly acquired abilities to a given employment setting without making any changes or modifications. While far transfer refers to the trainee's readiness to apply newly acquired abilities to the work environment, the work environment is not the same as the training session (Noe, 2008). The far transfer is the strongest indicator of effective training in most cases (DeSimone, Werner & Harris, 2006).

The training program is intended to promote the business strategy of the company by providing the environments in which learning will take place and by increasing the likelihood that trainees will use the expertise and skills they gain in training for their jobs. Three main factors contribute to the success of the transfer of training, such as the characteristics of training, the design of training, and the work environment. These three main factors act as insight into learning retention and the ability of workers to implement learning capabilities in a real work situation (Baldwin and Ford's, 1988).

2.1.2 Work Environment

The "generalization of the abilities obtained during the training phase to the work environment and the preservation of these acquired skills over time" is defined as the work environment in this study (Baldwin & Ford, 1988). This variable is significant in the study of post-training factors affecting the training transfer. The efficiency of training programs and the return on investment in the transfer of training would be improved if HR practitioners are more concerned with relating the influences of the work environment to the transfer of training at the workplace. After analyzing past research and studies, it was clear that the factors of the work environment were less frequently studied than the training design and the individual characteristics (Baldwin & Ford, 1988; Wei, 2004; Holton et al., 1997). Generally, the work environment factor can be split into two categories, work system factors (including climate transfer items, opportunities to be used, strategic linkages, and accountability) and people factors (including human elements such as supervision and peer support, coaching, and mentoring) (Hawley, & Barnard, 2005). While various work environment factors have been shown to affect

the transfer of training, the current study would highlight key factors in the work structure that influence the training transfer.

2.2 Theory related to the Study

2.2.1 Model Transfer of Training by Baldwin & Ford (1988)

This model is defined and discusses what will impact the transmission of training in Baldwin and Ford's (1988) model of training transfer. The total in this model is made up of three elements: training input, training output, and transfer conditions. The major component is training input, which is made up of three parts: learner characteristics, training design, and work environment. Training performance is regarding understanding and recognition, while generalization and maintenance is the condition of transfer. Finally, the work environment encourages learning and gives opportunities for practice. This approach enables the researcher to be more focused and explore the elements that impact training transfer. The focus of this research would be on the work environment and training transfer.

The literature on training transfer has grown in recent years. Among the study's findings, it was discovered that the work environment has an impact on the transfer of training. According to Hawley and Barnard (2005), the post-training period was critical in enhancing training transfer. The work environment has a significant impact on training transfer. In addition, the Jackson & Bushe (2006) Leadership Development Training Transfer research found a favorable link between the post-training work environment and training transfer. They also claimed that managers are more likely to apply the expertise they have gained from training if they work in a desirable atmosphere that encourages transfer. Meanwhile, in another research that surveys human resource practitioners' views of best practices in the transfer of training, most respondents

accepted that approaches in the work environment had an impact on the transfer of training (Burke & Hutchins, 2008).

2.2.2 Goal-setting theory

Intentions and values are two cognitive-behavioral factors in goal-setting theory (Yamnill & McLean, 2001). Goals are key controllers of outcomes, and intentions are the direct antecedents of human behavior. The goal is also the person's desired level of success, and it is the object of action (Yamnill & McLean, 2001). Performance is considered to offer intrinsic and extrinsic benefits. When workers believe that there is a connection between training and incentives, they would be more excited about training and ready to obtain an effort to learn and implement the expertise and abilities they require (Handy, 2008).

2.2.3 Equity Theory

On the other hand, the equity theory principle concerns the effect of perceived reward equality on work performance. Employees prefer to compare their contributions into jobs and what they get in exchange for other employees in the workplace. If they see what they're having is about the same thing, they're going to regain a sense of equity or vice versa. Where there is a sense of inequity, workers will find a way to reduce this bad feeling by decreasing work performance and efficiency (Adam, 1963). In the end, these will add devastating consequences to the business development of the organization. The manager must then establish an efficient and objective pay and incentive scheme within the organization. When workers are considered to be handled fairly, they can work hard to enhance work efficiency as well as to apply the teaching

skills they have acquired to improve work quality. This is true and everybody deserves to be viewed equally by others.

2.2.4 Expectancy Theory

Vroom coined the term "expectancy theory" in 1964. He described expectation as "a fleeting conviction about the likelihood that a certain deed would precede a specific consequence."(Vroom, pg. 17). Individual is perceived will give the greatest expected value on success of various jobs when they have the information on probability and values of completing the various task. In addition, in Vroom's Valence- Expectancy- Instrumentality model assumes that amount of effort will result amount of outcome. In the valence or value part of this theory, it perceived that individual will not work hard when they perceived that work hard will not increase work performance or will not get desire rewards. While instrumentality refers to a person's perception that certain acts will result in desired or avoidable secondary effects (second-level outcomes) (Handy, 2008). As such, this theory can use in studying training motivation. To supporting training transfer, manager or supervisor must let trainees know what desire outcomes or undesired outcomes will be happens after go training and apply learned capabilities in the workplace. Manager may also give support to trainees after coming back from training to give them more confident to use mastered skills and abilities.

2.3 Past Similar Findings

Today, literature on training transfer had increased. Among the research findings, it was proven that work environment's element do impact training transfer. As stated by Hawley & Barnard (2005), period after training was critically important in enhancing training transfer.

Thus, work environment plays a significant role on transfer of training. Besides, the positive relationship between post-training-work environment and training transfer also found in the studies of Jackson & Bushe (2006) on leadership development training transfer. Employees were also more likely to apply gained information from training if they worked in surroundings that facilitated the transfer, according to the researchers. Meanwhile, in another study that survey the perception of Human Resource practitioners on best practices in training transfer, most of the respondents were agreed that strategies in work environment had an impact on transfer (Burke & Hutchins, 2008).

Work environment key variables in Baldwin & Ford's (1988) model are supervisory support and the existence of an opportunity for trainees to use their recently gained experience and abilities in their daily work (Baldwin & Ford, 1988).

Supervisory support has persistently found to be a major influence towards the effectiveness of transfer of trainings (Baldwin & Ford, 1988; Foxon, 1993; Holton III, Bates, Seyler, & Carvalho, 1997). Supervisory support may be described as the amount to which supervisors or managers help their subordinates in terms of training, innovation, knowledge acquisition, and acknowledgment of workers who participate in these activities (Baldwin & Ford, 1988; Tracey, Sturman, & Tews, 2007).

On the other hand, Benneth, Lehman & Forst (1999) in their study on 909 employees revealed that workload do influence training transfer. The interview results explained that workload constrained or facilitated employees' use of TQ training. Similarly, another study discovered that having time to put new abilities to use was important in transfer, with low training transfer being linked to a lack of time owing to fast-paced work environment and contexts (Santos & Stuart, 2003; Jackson & Bushes, 2007).

Baldwin & Ford (1988) study, research has shown that there is a significant correlation between the opportunity to utilize learned capabilities and positive transfer. For instance, in Clarke (2002) and Lim & Johnson (2002) study, the opportunity to perform learned capabilities at the workplace was found to affect the actual transfer of learned content to the job.

In a more recent literature review in the training transfer by Blume et al (2009), work environment characteristics variables can be divided into three different categories, (a) support (e.g., peer and supervisor support), (b) transfer climate, and (c) organizational constraints (e.g., level of autonomy, situational constraints). Transfer climate appears to have the strongest link to transfer, followed by support. Based on a few studies, the impacts of constraints were determined to be minimal.

Supervisors are important influence in employee behavior, whereby employees tend to look up to supervisors as role models. Therefore, supervisor's behavior towards training will influence transfer of training (Baldwin & Ford, 1988). AI-Eisa, Furayyan, & Mhemoud (2009) discovered in their study that supervisor's role poses as a significant mediating factor in the relationship between self-efficacy and trainee's transfer intention. From another perspective, supervisors that are unsupportive in reinforcing application of the training in workplace is the most cited factor inhibiting transfer (Foxon, 1993).

2.4 Summary

In short, this chapter consists of the literature review on the training transfer and work environment. They also contain research theory and past similar findings.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The procedures that had been utilized to conduct this study are discussed in this chapter. The parts will begin with the research design selection. Following that was a description of the population, the sample, and the sampling process. There is also a description of the research instrument. The pilot study, the study's validity and reliability, the study's ethics, the data collecting process, and the data analysis procedure are all discussed. Finally, the chapter will end with a quick summary.

3.1 Research Design

According to Akhtar (2016), research design is a technique and a structural approach for proposing research, as well as a glue that holds all the components of the study together. A quantitative research design was used to conduct the investigation. The quantitative research approach would be more successful in testing hypotheses and would need many participants. In this study, the quantitative technique had been used to collect data using a survey questionnaire. The purpose of the survey was to look at the link between opportunity to perform, supervisor support, peer support, workload, and training transfer.

In addition, a correlation research strategy was employed in this study. The correlation design, according to Hall (2018), is beneficial since it systematically examines the connection between study variables that include independent and dependent variables. In addition, the purpose of this study is to look at the link between the four-work environment and the training transfer, which includes the ability to perform, supervisor support, peer support, and workload.

3.2 Population, Sample and Sampling Procedure

The research population consisted of employees working at the Government Sector in Kuching, Sarawak. This study used simple random sampling, which has an even probability for most of the population of employee at the government sector to be selected to answer the questionnaire as respondents. In this study, the sample number was using the Krejcie and Morgan formula (1970). This formula was chosen because among the past researchers used this formula. By referring to the table, the respondent population (N) is 150 employees, so the sample (S) required is 108 employees.

$$s = X^2 NP\,(1-P) \div d^2(N-1) + X^2 P\,(1-P).$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

TABLE 1
Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.
S is sample size.

Table 1: Krecjie and Morgan (1970)

3.3 Research Instrument

A questionnaire survey was employed as the study's instrument. This questionnaire survey was randomly distributed to the employee at government sector in Kuching, Sarawak, and was collected immediately after the questionnaire was completed by the respondents. This questionnaire is in a dual language, which is in Malay and English. There are three (3) sections of the questionnaire, which are Section A for demographic background, Section B for work environment and Section C for training transfer. The questionnaire contains multiple choice questions and the use of the 5 points Likert Scale.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(SD)	(D)	(N)	(A)	(SA)
1	2	3	4	5

Table 2: Five-point Likert Scale

3.4 Pilot Study

The pilot study is a pre-test that distributed the questionnaire to a range of people and analyzed how it works in the actual world. Before the final data collection, pilot research was conducted. This is because a pilot research had assist confirm the questionnaire's validity and reliability. Furthermore, it ensured that the information obtained meets the report's requirements.

The pilot study also demonstrated the respondent's interpretation of the questionnaire, and the difficulty can be defined by a pilot test, such as grammatical mistakes, complexity,

suitability, and others. As a result of the pilot analysis, and to let the researcher realized the shortcomings of the questionnaire and to gather higher data precision, the researcher must change the start of the actual data collection.

In this study, at the survey, the pilot test was performed with 15 sets of questionnaires distributed randomly for respondents to fill in. The dependability level was assessed using the Alpha Coefficient in the Statistical Package for Social Science (SPSS).

Variables	Cronbach's Alpha (α)
Opportunity to perform	0.76
Supervisor Support	0.68
Peer Support	0.74
Workload	0.73
Training Transfer	0.87

Table 3: Reliability Statistics

3.5 Validity and Reliability

The goal of determining the validity and reliability of a questionnaire is to guarantee that it is consistent and efficient. The validity and reliability of the questionnaire are determined using Cronbach's Alpha in the Statistical Package for Social Sciences (SPSS). Validation and reliability testing helps verify that the questionnaire's measuring scale, such as the five-point Likert scale, is acceptable and clear to responders.

Cronbach's Alpha values between 0.7 and 0.9 are considered pass, but values below 0.7 are considered poor and unsatisfactory, as seen in Table 4. Also, emphasize that the Cronbach

Alpha value is directly related to the questionnaire's internal consistency, meaning that the higher the Cronbach Alpha number, the stronger the questionnaire's internal consistency. Once a result, as the test is conducted, the questionnaire should score greater than 0.7, allowing it to be classified as good or outstanding, indicating that it is valid and trustworthy.

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Table 4: Coefficient of Correlation

3.6 Ethics of the Study

Any ethical issues require to be of concern to researchers while undertaking this study. The goal is to preserve the honor, liberty, and privacy of the respondent who participates in this research. In addition, the respondent must be respected before, after, and after the completion of this report.

The first worry is obtaining authorization from a representative sample of a particular organization. As a result, before starting the data collection procedure, the researcher must write a letter to the company's human resources department, requesting consent from the management

and acknowledging his or her employees' participation in the study. The letter may include information such as the writer's name and phone number, the institution's name and phone number, the supervisor's name and phone number, and the study's title. The researcher cannot pressure employees to participate in the study because it is their choice. Respondents still have the right to refrain from participating in the study if they feel unwilling to do so.

Also, the data obtained from the respondent is for research purposes only and is private and confidential. The researcher cannot utilize the knowledge to do something that might damage the respondent. Ultimately, the vocabulary utilized in the questionnaire is essential to assist the respondent comprehend and fill it.

3.7 Data Collection Procedure

Before starting the data collecting procedure, first, identified any government sector that wants to be chosen. Later, the researcher requested permission from the organization. Then, the researcher gets a permission letter and addressed to the government sector through an email. The researcher provided the data to the Faculty of Cognitive Science and Human Development to receive the permission letter. After getting the permission letter from the faculty, the researcher sends the questionnaire by using a google form link through their representative at the government sector. Before the questionnaire was distributed, the researcher briefly explained the subject and purpose of this study to the representative. The questionnaire then sends to the staff through the WhatsApp or Telegram. Employees need some time to complete the questionnaire, so the analyst start a week later to compile the questionnaire. Lastly, the information obtained was examined and interpreted for findings and discussion.

3.8 Data Analysis Procedure

In this study, SPSS 25 was employed to analyses the numerical data of the research. Descriptive statistics was used to analyze the information regarding demographic characteristics of respondent. In addition, Pearson Correlation coefficient was used to test the 4 hypotheses in this study.

Determined the organization the researcher want to work with and obtained authorization from them.

⬇

Obtained a letter of permission from the faculty and mail it to the organization.

⬇

Send the questionnaire by using a google form link through the at the company.

⬇

Before distributing the questionnaire, give the representative a briefing.

⬇

The questionnaire had been distributed to the respondents.

⬇

Continue analyzed the data after checking the questionnaire.

Figure 2: Data Collection

3.8.1 Pearson Correlation Coefficient Test

In this study, the inferential data analysis was conducted by the Pearson Correlation Coefficient Test to determine the relationship between two continuous variables, flexible work arrangement and work life balance. The Pearson Correlation Coefficient (r) is used to determine

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how strong the link between these two variables is. The Guilford Rule of Thumb was used to determine the strength of the connection between the two variables, as indicated in table 5.

Pearson Correlation Coefficient (r)	Strength of relationship
1	Perfect positive
0.5 to 1.0	Strong positive
0.5	Moderate positive
0 to 0.5	Weak positive
0	No relationship
0 to-0.5	Weak negative
-0.5	Moderate negative
-0.5 to -1.0	Strong negative
-1	Perfect negative

Table 5: Guilford Rule of Thumb

3.9 Summary

In brief, the chapter discusses the research strategy, population, sample and sampling techniques, and the research instrument used in this study. A pilot study was conducted to ensure the questionnaire's validity and reliability. Following that, the research ethics are covered, as well as the data collecting and data analysis procedures. The results of this research will be described in the next chapter.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the demographic data and findings of this study based on objectives and hypotheses of this study that set out in chapter. Thorough analysis was elaborated in the form of descriptive and inferential statistics. Statistical results indicated whether hypotheses of this study were accepted or rejected. Discussion on results of this study was further support by previous studies.

4.1 Demographic Analysis

Section A was created to gather information on respondents' demographics, such as their gender, age, ethnicity, highest academic qualification, and length of service in their present companies.

Gender	Frequency	Percent
Male	31	50.8
Female	30	49.2
Total	61	100.0

Table 6: Gender

Table 6 illustrates that 50.8% (n=31) of the respondents were males and 49.2% (n=30) were females.

Age	Frequency	Percent
20-30	34	55.7
31-40	17	27.9
41-50	4	6.6
51-60	6	9.8
Total	61	100.0

Table 7: Age

Table 7 shows the percentage of respondent's age. 55.7% (n=34) of the respondents were 20-30 years old, 27.9% (n=17) of them were 31-40 years old and 6.6% (n=4) were 41-50 years old. While remaining 9.8% (n=6) were 51-60 years old.

Ethnicity	Frequency	Percent
Malay	35	57.4
Chinese	7	11.5
Iban	13	21.3
Bidayuh	4	6.6
Others	2	3.3
Total	61	100.0

Table 8: Ethnicity

Table 8 displays the ethnicities of the respondents as a proportion of the total. Majority of the respondents is 57.4% (n=35) were Malay, followed by Iban 21.3% (n=13) and Chinese were 11.5% (n=7) of respondents. Then, 6.6% (n=4) of the respondents were Bidayuh and Others such as Melanau were the least 3.3% (n=2).

Highest Academic Qualification	Frequency	Percent
SPM	14	23.0
STPM	8	13.1
Diploma	18	29.5
Degree	19	31.1
Others	2	3.3
Total	61	100.0

Table 9: Highest Academic Qualification

Table 4 shows the percentage of respondent's highest academic qualifications. Majority of the respondent 31.1% (n=19) have a bachelor's degree, followed by 29.5% (n=18) of respondents have a Diploma and 23% (n=14) with Sijil Pelajaran Malaysia as their highest academic qualifications. Then, 13.1% (n=8) of the respondents have Sijil Tinggi Persekolahan Malaysia and other which is Sijil Kemahiran Malaysia were the least 3.3% (n=2).

Length of Service	Frequency	Percent
0-5	29	47.5
6-10	14	23.0
11-15	3	4.9
16-20	5	8.2
More than 20	10	16.4
Total	61	100.0

Table 10: Length of Service in Current Organization

Table 5 illustrates that 47.5% (n=29) worked for 5-10 years, followed by respondent who worked

6-10 years 23% (n=14) and 16.4% (n=10) of the respondents had worked for more than 20 years.

8.2% (n=5) respondents had worked for 16-20 years and 4.9% (n=3) worked for 11-15 years.

4.2 Analysis Results of the Relationship between Work Environment and Transfer of Training.

The link between opportunity to perform, supervisor support, peer support, and workload among employees at Jabatan Kerja Raya, Kuching was investigated using Pearson Correlation Analysis.

Ha₁: There is a significant relationship between the opportunity to perform and transfer of training.

Correlations

		Opportunity to perform	Training Transfer
Opportunity to Perform	Pearson Correlation	1	.898
	Sig. (2-tailed)		.000
	N	61	61
Training Transfer	Pearson Correlation	.898	1
	Sig. (2-tailed)	.000	
	N	61	61

Table 11: Bivariate Relationship between Opportunity to Perform and Transfer of Training

Based on the table, there is a significant relationship between opportunity to perform and training transfer of an employee's Jabatan Kerja Raya,Kuching Sarawak. The findings indicated that there is a significant association between two variables, with a p=0.00 value that is less than the alpha value of 0.05. The relationship, r= 0.898 shows a strong positive relationship between two variables.

This finding on existing of significant relationship among opportunity to perform and training transfer was consistent with past studies of Baldwin & Ford (1988): Clarke (2002) and Lim & Johnson (2002). Their studies reviewed that there was relationship in the transfer of training and opportunity that given to employees to utilize skill and knowledge that gained from training program after return to real work situation. Besides, Kanu (2002) study on leadership development training transfer also shown that opportunity to perform did directly correlated with training transfer in the workplace.

Ha2: There is a significant relationship between supervisor support and transfer of training.

Correlations

		Supervisor Support	Training Transfer
Supervisor Support	Pearson Correlation	1	.688
	Sig. (2-tailed)		.000
	N	61	61
Training Transfer	Pearson Correlation	.688	1
	Sig. (2-tailed)	.000	
	N	61	61

Table 12: Bivariate Relationship between Supervisor Support and Transfer of Training

Based on the table, the results shows that there is a significant relationship between work environment and work life balance of the employees at Jabatan Kerja Raya Kuching, Sarawak. The result of significant, $p= 0.000$ shows smaller than alpha value of 0.05, and the relationship,

r= 0.688 shows a strong positive relationship between supervisor support and transfer of training.

Therefore, this alternate hypothesis (Ha$_2$) is acceptable and failed to reject. This indicates that the training transfer among employees at Jabatan Kerja Raya Kuching, Sarawak is determined by the factor of their supervisor support. This is in line with Goldstein's (1986) findings, which found that when trainees are encouraged by their bosses, they are more inclined and amenable to proving their usefulness in the job. It is of vital importance in developing a "transfer-friendly" atmosphere if supervisors encourage trainees to utilize new abilities and accepting errors while learning them (Axtell cat al., 1997). Supervisory support was given to trainees in the form of encouragement to use newly learned skills, assistance in identifying situations where the skills could be used, guidance in the proper application of the trained skills, feedback, and positively reinforce new applications and improvement, according to Elangovan and Karakowsky (1999).

Ha3: There is a significant relationship between peer support and transfer of training

Correlations

		Peer Support	**Training Transfer**
Peer Support	Pearson Correlation	1	.651
	Sig. (2-tailed)		.000
	N	61	61
Training Transfer	Pearson Correlation	.651	1
	Sig. (2-tailed)	.000	
	N	61	61

Table 13: Bivariate Relationship between Peer Support and Transfer of Training

Based on the table above, there is a significant relationship between peer support and training transfer of the employees at the Jabatan Kerja Raya Kuching, Sarawak. The result shows that significant value, $p= 0.000$ which is smaller than alpha value of 0.05 and there is a relationship between two variables. The relationship, r= 0.651 shows a strong positive relationship between two variables.

As a result, this alternate hypothesis (Ha2) is accepted since peer support and training transfer are linked. Peers offer the type of support that are quite similarly as supervisors (encouragement, sharing of facilities and equipment, providing opportunity to use learning, guidance) although to a lesser extent due to limit in authority, supervisory role, rewards etc (Cheng & Ho, 2001; Facteau, Dobbins, Russell, Ladd, & Kudisch, 1995; Holton, Bates, & Rouna, 2000). Group norms can influence productivity and performance of the individual, despite oneself. It means that training may not be employed effectively at work if learners subscribe to group norms that are unsupportive of the transfer of gained abilities (increases in

productivity) (Elangovan & Karakowsky, 1999). Peer's support is normally perceived to exert less than supervisor's support (Foxon, 1993). However, this is not always true. During the validation of Holton's LTSI in Germany, it was discovered that peer support was one of the most important predictors of training transfer (Bates, Kauffeld, & Holton III, 2007).

Ha4: There is a significant relationship between workload and transfer of training.

Correlations

		Workload	Training Transfer
Workload	Pearson Correlation	1	.730
	Sig. (2-tailed)		.000
	N	61	61
Training Transfer	Pearson Correlation	.730	1
	Sig. (2-tailed)	.000	
	N	61	61

Table 14: Bivariate Relationship between Workload and Transfer of Training

According to the table above, there is a strong relationship between peer support and employee training transfer at the Jabatan Kerja Raya Kuching, Sarawak. The result shows that significant value, $p= 0.000$ which is smaller than alpha value of 0.05 and there is a relationship between two variables. The relationship, r= 0.730 shows a strong positive relationship between two variables.

Therefore, this alternate hypothesis (Ha$_2$) accepted because there is a relationship between workload and transfer of training. This result was consistent to empirical finding of relationship between workload and training transfer. As noted by Benneth, Lehman & Forst

(1999) in their study of 909 employees, workloads did influence training transfer in the workplace. Their study reviewed that amount of workload will influence directly on the use of learned capabilities from training. Similarly, additional studies showed that having time to utilize the latest abilities was significantly related to the transfer of training (Santos & Stuart, 2003; Jackson & Bushes, 2007). In conclusion, the relationship between workload and training transfer that found in this stud) had supported the results of previous research in different organization background.

4.3 Results for Hypothesis Testing

As summarization from all alternative hypothesis that has outlined in Chapter 1 by analyzed using SPSS, the result shows as in Table below.

	Hypothesis	Result
Ha1	There is a significant relationship between the opportunity to perform and transfer of training.	Accepted
Ha2	There is a significant relationship between supervisor support and transfer of training.	Accepted
Ha3	There is a significant relationship between peer support and transfer of training.	Accepted
Ha4	There is a significant relationship between workload and transfer of training.	Accepted

Table 15: Summary of Results for Hypothesis Testing

4.4 Summary

The demographic data of respondents, the link between work environment variables, and training transfer in the workplace were all detailed in this chapter. Conceptual framework and hypotheses of this study were supported where significant relationships were existed among factors of opportunity to perform, supervisor support, peer support, workload, and training transfer, respectively. As a result, it suggested that work environment variables influenced the efficacy of training interventions.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter began with a summary of the study and the findings on a positive correlation between work environment factors and transfer of training. Then it addressed the implications of the study to the organization, HRD practitioners and future research. Limitation of study was reviewed based on the issue of research methodology and the problems in the execution of the study. Lastly, recommendations based on the research's findings were presented before the ends of this chapter.

5.1 Research Summary

The overall goal of this research was to look at the link between work environment and training transfer. Specifically. this study looked at the relationship between the work environment in terms of opportunity to use, supervisor's support, peer's support, and workload with transfer of training. There were altogether four hypotheses constructed which was based on literature reviews and included the at the relationship between the work environment in terms of opportunity to use, supervisor's support, peer's support, and workload as its independent variables while the transfer of training is noted to be the dependent variable in the study.

This study was a quantitative research. Specifically, it was a survey research design. The research instrument used was a survey questionnaire which consisted of three sections. Part A is for demographic factors of the respondents, Part B measured the work environment factors in terms of' opportunity to use, supervisor's support, peer's support, and workload while Part C is for perception on transfer of training. It was conducted in the government organization located in

Kuching and 61 questionnaires were answered by the staffs using simple random sampling. A total of 61 survey were answered successfully. The data analysis was done using statistical software, SPSS Version 25. To determine the link between the variable and training transfer, Pearson Correlation Coefficients were utilized.

The data analyzed showed that 4 out of 4 hypotheses were accepted. The independent variables of the work environment ought a significant correlation with the training transfer.

5.2 Implication of the Study

The result of the current research may be able to give more evidence and cues for HR practitioners in practical steps to improve management of training investment in their organizations. Generally, management would have better chances of successfully controlling workplace environment factors to improve transfer efficiency. This research suggests that opportunity to use, supervisor's support, peer's support and workload play important roles in predicting transfer of training. HR practitioners may consider to formally imposing steps that can ensure that the working system is available to create such opportunities and making it formal that supervisory and peer role shall include supporting subordinates in terms of encouragement, guidance, and provision of facilities to apply learning after training.

The findings of this study gave new insights to training literature that concerning direct and significant relationship between opportunity to use, supervisor's support, peer's support, workload, and training transfer. The results of correlation analysis were consistent with the findings of previous research, where work environments' factors were found to have relationship with training transfer of trainees. These findings also imply future researcher on the important of work environment that led to effective training intervention. Then, in future, they can put more

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concern on how these variables of work environment influence the training transfer and eventually a more comprehensive literature on factors that influence training transfer will be developed.

The research findings had given more implication to HRD practitioners and the management of this organization. From the findings on the level of training transfer, it was reviewed that the level transfer of training among employees of this organization were high. Thus, it implies organization to continue their effort in maximizing the transfer ability of staff. Thus, return of investment on employees' training will be increased. In addition, the results on hypotheses testing had further confirm that work environment factors of opportunity to use, supervisor's support, peer's support, and workload had direct relationship with the training transfer level and subsequently affect the total success of training program that implemented or conducted. Then, in this way, in the future manager or trainers in this organization can maximize the effectiveness of training program by manipulate these factors before and after the training activities.

5.3 Limitation of the Study

Although the research will generate important and interesting findings, there are some limitations and problems in this study, which need to be accepted and deal with. Limitations are the restrictions that the researcher can identify at a particular spot in time: the scope of the study, the design, and/or the methodology (McMillan & Schumacher, 1993).

First, the results of research findings cannot be generalized to other types of organization settings. The samples of this study were only taken from a government organization in Kuching. Due to time and resources restriction, researcher was unable to expand this research to other

different type of organizations settings and with more other work environments' factor. Besides, the research was measure training transfer generally. And respondents were not restricted to manager. supervisor or general staff of the organization. Thus, the generalization of this study would be very limited.

The information might not be adequate if the informant does not reveal the truth or what really happening in the process of training transfer. Even though during the process of choosing the instrument to be used in the study had been done thoroughly, there are still some areas that cannot he control by the researcher such as honesty and sincerity. The study will only examine a few types of factors that affect transfer of training and were done with one organization only. The researcher needs to be very careful with the words and terms used in the questionnaire such as the words chosen must he very specific and does not contain double meaning.

On the other hand, the design of the research and methods use in this study had limited the amount of information that could be collected. Quantitative study that using a set of questionnaires was only able to gain limited information from respondents if compared to qualitatively design study that using interview methods. Through interview, researcher will be gained deeper information directly from the respondents. Besides, the perceived transfer may overestimate or underestimated the actual transfer level in the workplace as this study measure training transfer level based on perception of respondents generally.

5.4 Recommendation

From the literature reviewed and findings of the research, it was recommended that HRD practitioners should actively manipulate factors of opportunity to use, supervisor's support, peer's support, and workload to increase the level of training transfer among the employees. Specifically, manager can develop training program that link the objectives of training to organization, department, and work's goals. After return from training, manager should make sure that the work environment was desirable to allow employees to have chance and sufficient resource to apply learned skills and knowledge to their job. Manager should consider the amount of workload that assigned to employees as well as provide support and motivation to employees in the utilization of trained skills.

Besides, to address the limitation of the research in terms of research methodology, future research can employ different design and methods to gained deeper information to increase the generalization of the findings. Firstly. to address the limitation of questionnaire, interview and observation techniques can be employed during data collection process. For example, researcher can go into the workplace to observe what and how trainees apply learned capabilities in their job.

Furthermore, in future, researcher may duplicate the research in different organization setting, such as in fully private organization or semi-government organizations. Different results or findings may find. Lastly, researcher in the future is recommended to expand and manipulates this study by using different factors of work environment, for example factor of organizational support, technological support, and accountability. Research also can specifically be done to different type of training style, such as classroom training or computer aided training program.

5.5 Conclusion

In conclusion, this chapter had summarized the whole research in overall. This research had given clear insight to organization and HRD practitioners that work environments factors did had an important role in increasing the transfer of training and the return of training investment. research.

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APPENDIX

Section A: Demographic Information

Bahagian A: Maklumat Demografik

Instruction: Please tick (√) your answer in the space provided.

Arahan: Sila tandakan (√) jawapan anda di ruangan yang disediakan.

1. **Gender /** *Jantina*

Male / *Lelaki*   (   )

Female / *Perempuan* (   )

2. **Age /** *Umur*

20 – 30 years old / *20 – 30 tahun*   (   )

31 – 40 years old / *31 – 40 tahun*   (   )

41 – 50 years old / *41 – 50 tahun*   (   )

51 – 60 years old / *51 – 60 tahun*   (   )

3. **Race /** *Kaum*

Malay / *Melayu*   (   )

Chinese / *Cina*   (   )

Iban   (   )

Bidayuh   (   )

Others / *Lain-lain*   (   )

4. **Highest Academic Qualification /** *Tahap Pendidikan Tertinggi*

Malaysian Certification of Education / *Sijil Pelajaran Malaysia (SPM)*   (   )

Malaysian Higher School Certificate / *Sijil Tinggi Persekolahan*   (   )

Malaysia (STPM)

Diploma ( )

Bachelor's Degree / *Ijazah Sarjana Muda* ( )

Others (Please specify) / *Lain-lain (Sila nyatakan)* _____

5. Length of Service in Current Organization / *Tempoh Perkhidmatan dalam Organisasi Semasa*

0 – 5 years / *0 – 5 tahun* ( )

6 – 10 years / *6 – 10 tahun* ( )

11 – 15 years / *11 – 15 tahun* ( )

16 – 20 years / *16 – 20 tahun* ( )

More than 20 years / *Lebih dari 20 tahun* ( )

Section B: Work Environment Factors

Bahagian B: Faktor-faktor Persekitaran Kerja

Please circle the most suitable answer according to the scale given.

Sila bulatkan jawapan yang paling sesuai dengan mengikut skala yang diberi.

Answer scale / *Skala jawapan*

1	2	3	4	5
Strongly Disagree (SD)	**Disagree (D)**	**Neutral (N)**	**Agree (A)**	**Strongly Agree (SA)**
Sangat Tidak Bersetuju	*Tidak Setuju*	*Neutral*	*Bersetuju*	*Sangat Bersetuju*

Opportunity to Perform /

1.	I have been given opportunities to use the skills & knowledge learned in training. *Saya diberi peluang untuk menggunakan kemahiran & pengetahuan yang dipelajari dalam latihan.*	1	2	3	4	5
2.	My job scope is designed to enable me to apply the skills & knowledge trained. *Skop pekerjaan saya dirancang untuk membolehkan saya menerapkan latihan kemahiran & pengetahuan.*	1	2	3	4	5
3.	Written reference is available on the job to support the use of skills & knowledge in training. *Rujukan bertulis tersedia di tempat kerja untuk menyokong penggunaan kemahiran & pengetahuan dalam latihan.*	1	2	3	4	5

4.	Equipment/materials needed to do the job the way we were taught in training are usually available. *Peralatan / bahan yang diperlukan untuk melakukan pekerjaan dengan cara yang biasa dipelajari dalam latihan biasanya disediakan di tempat kerja.*	1	2	3	4	5
5.	The training contents are related to my duties. *Isi latihan berkaitan dengan tugas saya.*	1	2	3	4	5
6.	My supervisors encourage the application of new skills & knowledge to my job. *Penyelia saya mendorong penerapan kemahiran & pengetahuan baru untuk pekerjaan saya.*	1	2	3	4	5
7.	My supervisors give me the opportunities to try out the skill & knowledge that gained from the training immediately. *Penyelia saya memberi saya peluang untuk mencuba kemahiran & pengetahuan yang diperoleh dari latihan dengan segera.*	1	2	3	4	5
8.	My supervisors set realistic goals/target based on my utilization of skills and knowledge as trained. *Penyelia saya menetapkan tujuan / sasaran yang realistik berdasarkan penggunaan kemahiran dan pengetahuan saya semasa dilatih.*	1	2	3	4	5
9.	My supervisors help me to resolve problems when I attempt to use skills & knowledge gained from the training for my job. *Penyelia saya membantu saya menyelesaikan masalah ketika saya berusaha menggunakan kemahiran & pengetahuan yang diperoleh daripada latihan untuk pekerjaan saya.*	1	2	3	4	5
10.	My supervisor has allocated the required resources for me to put into practice what I have learned from the training. *Penyelia saya telah memperuntukkan sumber yang diperlukan untuk saya mempraktikkan apa yang telah saya pelajari dari latihan.*	1	2	3	4	5

11.	My colleague encourages me to apply new skills & knowledge to my job. *Rakan sekerja saya mendorong saya untuk menerapkan kemahiran & pengetahuan baru dalam pekerjaan saya.*	**1**	**2**	**3**	**4**	**5**
12.	My colleague helps each other to the resolve problems relating to the use of training while doing the job. *Rakan sekerja saya saling membantu menyelesaikan masalah yang berkaitan dengan penggunaan latihan semasa menjalankan tugas.*	**1**	**2**	**3**	**4**	**5**
13.	My colleague gives me opportunities to try out the training on the job immediately. *Rakan sekerja saya memberi saya peluang untuk mencuba latihan di tempat kerja dengan segera.*	**1**	**2**	**3**	**4**	**5**
14.	My colleague supports me in achieving management's goals/targets based on my utilization of skills & knowledge as trained. *Rakan sekerja saya menyokong saya dalam mencapai matlamat / sasaran pengurusan berdasarkan penggunaan kemahiran & pengetahuan saya semasa dilatih.*	**1**	**2**	**3**	**4**	**5**
15.	My colleague shares the allocated resources to enable me to put into practice what I have learned from the training. *Rakan sekerja saya berkongsi sumber yang diperuntukkan untuk membolehkan saya mempraktikkan apa yang telah saya pelajari dari latihan.*	**1**	**2**	**3**	**4**	**5**
16.	My daily workload (amount of task to do per day) is fair enough. *Beban kerja saya (dalam satu hari) adalah cukup adil.*	**1**	**2**	**3**	**4**	**5**
17.	I have sufficient time to complete my job at work. *Saya mempunyai masa yang cukup untuk menghabiskan kerja saya dalam satu hari.*	**1**	**2**	**3**	**4**	**5**

18.	My tasks at work are not complex if compared to my ability. *Tugas saya adalah tidak kompleks jika dibandingkan dengan kemampuan saya.*	**1**	**2**	**3**	**4**	**5**
19.	Allocation on number of tasks is appropriate to me. *Pembahagian tugas yang diberikan adalah sesuai dengan kemampuan saya.*	**1**	**2**	**3**	**4**	**5**
20.	I do not feel tension in completing my task. *Saya tidak merasa tertekan dalam menyiapkan tugasan saya.*	**1**	**2**	**3**	**4**	**5**

Section C: Transfer of Training

Bahagian C: Pemindahan Latihan

Please circle the most suitable answer according to the scale given.

Sila bulatkan jawapan yang paling sesuai dengan mengikut skala yang diberi.

Answer scale / *Skala jawapan*

1	2	3	4	5
Strongly Disagree (SD)	**Disagree (D)**	**Neutral (N)**	**Agree (A)**	**Strongly Agree (SA)**
Sangat Tidak Bersetuju	*Tidak Setuju*	*Neutral*	*Bersetuju*	*Sangat Bersetuju*

1.	I apply new knowledge from training which match to my actual work. *Saya menggunakan pengetahuan baru dari sesi latihan yang sesuai dengan keadaan kerja saya.*	**1**	**2**	**3**	**4**	**5**
2.	I perform better when the training condition is similar with my actual work condition. *Saya menggunakan pengetahuan yang baru lebih baik apabila keadaan latihan serupa dengan keadaan kerja saya.*	**1**	**2**	**3**	**4**	**5**
3.	I have specific way to maintain the skills which I learned. *Saya mempunyai cara khusus untuk mengekalkan kemahiran yang telah saya pelajari.*	**1**	**2**	**3**	**4**	**5**
4.	There are chance for me to use my new knowledge for my job. *Terdapat peluang untuk saya menggunakan pengetahuan baru dalam kerja saya.*	**1**	**2**	**3**	**4**	**5**
5.	I use what I learned from the training in my daily work activities. *Saya menggunakan apa yang saya pelajari semasa latihan dalam kerja harian saya.*	**1**	**2**	**3**	**4**	**5**

		1	2	3	4	5
6.	I find chance to use my new knowledge in different job situation. *Saya mencari peluang untuk menggunakan pengetahuan baru saya dalam situasi pekerjaan yang berbeza.*	**1**	**2**	**3**	**4**	**5**
7.	I try to apply my new knowledge on the different context of my work environment. *Saya menggunakan pengetahuan baru saya dalam konteks yang berbeza di tempat kerja saya.*	**1**	**2**	**3**	**4**	**5**
8.	My performance has improved after using learned knowledge and skills. *Prestasi saya telah meningkat selepas menggunakan pengetahuan dan kemahiran yang saya perolehi daripada latihan.*	**1**	**2**	**3**	**4**	**5**
9.	I become more confident in doing my job after attend training program. *Selepas menghadiri program latihan, saya menjadi lebih yakin semasa bekerja.*	**1**	**2**	**3**	**4**	**5**
10.	I continue to use learned skills & knowledge in my job. Saya menggunakan pengetahuan dan kemahiran yang saya perolehi daripada latihan secara berterusan dalam pekerjaan.	**1**	**2**	**3**	**4**	**5**